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ABSTRACT

More than 100 films, selected for use in college-level French programs, are evaluated in this teaching guide. Films are listed alphabetically under the following categories: (1) "Beaux-Arts," (2) "La France Contemporaine," (3) "La France et le Nouveau Monde," (4) "Histoire," and (5) "Langue." The index gives an alphabetical list of all the films evaluated, followed by the category in which each is included. Individual entries within each category include the title of the film, distribution, date of production, indication of whether the narration is in English or French, the type of photography (color or black and white), and the length of the film, a description of each film is included. Teachers' comments attempt to point out both cultural significance of the film and linguistic difficulties students might encounter. (RL)

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FILMS FOR FRENCH

A Teacher's Guide

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Edited by Sandra J. Savignon

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INTRODUCTION

"The history is done in an exciting way.....This is the kind of film students could see over and over again and still enjoy."

"Provides a good basic background of the French Revolution with a sympathetic viewpoint to the French, rather than the common American viewpoint."

"Dialog is silly and dubbed."

"Stilted and outdated."

The above comments are those of teachers in training reacting to educational films in their field of specialization, French language and culture. They are among many such straightforward appraisals included in the summary evaluations of more than a hundred films, all holdings of the University of Illinois Visual Aids Service. These films were systematically previewed and evaluated as a class project in a teaching methods course at the University of Illinois, Urbana-Champaign, beginning in the spring of 1972 and continuing through the spring of 1973. The resulting evaluations have been gathered in this Guide, Films for French.

Myself a foreign language education specialist, I believe that films can offer students of foreign languages a unique, next-to-being-there experience, both linguistically and culturally. But not all films have this happy, hoped-for effect. While there are many good educational films, there are also those that are not so good. And sometimes the difference between a "good" film and a "not-so-good" film lies in the selection of the right film in terms of age, background and concerns of those who are to view it. It was in the interest, then, of bringing students and films together that a group of seniors in French Education began, under my direction, the categorization and evaluation of the holdings of the Visual Aids Service relating to things French.

The interest of Visual Aids in the project was twofold. First, it would serve to familiarize prospective teachers (and their supervisors!) with the holdings of the Service. Second, the data we collected would be useful to them in talking with producers. As new films are planned and old ones updated, producers need to know what teachers and their students want.

A pilot group began by selecting film titles from the Catalog of Educational Films on the basis of their potential relevance to our concerns. These were listed according to the following categories:

fine arts, France today, France and the New World (including French Canada), history, and language. The Visual Aids Service was able to provide us with information concerning the availability dates of the films, the facilities for viewing them, and instruction in the use of the Graflex projector. The heavy demands for many of the films meant that we had to schedule our viewing for the particular time when a film was available--sometimes no longer than a 24-hour period between its return and reshipment.

The films in a particular category were then assigned for viewing and evaluation to a team of three or four students. Grouping them according to subject matter was a convenient way to organize the many films that came to our attention. It also proved helpful in enabling the teams of evaluators to develop standards of comparison more quickly. My main interest in defining categories was, however, to see how many currently available films support and enrich the kinds of learning in which teachers of French would like to involve their students. The divisions are of course arbitrary, and there is some overlap between them. A "France today" film, if it is in French, is also concerned with "language," and so on. But the number and quality of films in a particular category is nonetheless usefully revealing as to what more needs to be done, and done better, to meet present needs.

Categories I would have liked to include, as, for example, French Africa and French influences in the United States today, are nonexistent. In another category, French Canada, we found quality decidedly lacking. On the other hand, there are some fine examples of films dealing with life in France today. Our recommendations will perhaps be useful in encouraging the production and purchase of others like them.

The difficulty students might have in understanding a film in a foreign language is always an important consideration in its selection. So in our evaluation of a film with a French sound track, we included an estimation of the linguistic level for which it is best suited. Even when they do not understand every word, students can, of course, enjoy films which provide new insights pictorially. When this is the case, students can listen, relaxed, to the French, just to see how much they can "get."

Our categorization by subject matter and linguistic level has shown areas in which good films now exist but are inaccessible to potentially interested students because of a language barrier. More films in English, portraying aspects of contemporary French life, would be appreciated by students in first year French classes. With the new trend to programs of study which cross traditional disciplinary boundaries, sophisticated films in English dealing with French history, art, and culture should be in increasing demand.

The above are some of the possible long-range outcomes of initiatives such as ours. Indeed, it is my hope that this description of the successful cooperation of a group of French educators and a visual aids department will encourage other groups to undertake similar projects.

In the meantime, however, French teachers can begin to benefit immediately from our findings. While every attempt was made to provide straightforward, objective evaluations with comments most likely to be of use to the teacher, there is no doubt need for additional description and perhaps even a reassessment of value in some cases. This booklet was prepared by French teachers and teachers-in-training in response to a felt need for guidance in film selection. But it is just a beginning. Teachers who use this Guide are urged to forward their own personal evaluations to me, in care of the Department of French, 2090 Foreign Languages Building, University of Illinois, Urbana, Illinois 61801. Your reactions, and those of your students, to films evaluated herein as well as to educational films not listed but which you have found worthwhile will be helpful in increasing the usefulness of subsequent editions of Films for French.

This publication has been possible only through the combined efforts of a team of interested persons. It is a pleasure to acknowledge here the contribution of Ruth R. Rains, University of Illinois Visual Aids Service, who gave so freely of her expertise at all stages of the project. We are also in debt to Thomas Boardman, Director of the University of Illinois Visual Aids Service, for his understanding and support of our initiatives. Thanks is also due Sibyl Pellum for her assistance in preparing the manuscript for the printer. The last to be mentioned are the first to be thanked: all the student teachers who contributed so many hours to the viewing and evaluation of the films listed on these pages.

Some of the evaluations in this Guide first appeared in Sandra J. Savignon, "Educational Films for French Classes," American Foreign Language Teacher, Spring, 1973. Permission from the publisher to reproduce them here is gratefully acknowledged.

April, 1973

Sandra J. Savignon
Project Coordinator

HOW TO USE THIS GUIDE

To help you in the selection of a film appropriate to a particular area of interest, the films evaluated in this Guide are listed alphabetically within one of the following categories: Beaux-Arts, La France Contemporaine, La France et le Nouveau Monde, Histoire, and Langue. While there may be an overlap in some categories, the listing does provide an indication of the main interest of a particular film. Thus a film listed under Beaux-Arts (including Literature) is concerned primarily with art, music or literature. La France Contemporaine focuses on life in France today or in the near past. La France et le Nouveau Monde (including Le Canada Français) is concerned with relationships, both past and present, between France and what are now the United States and Canada. Histoire includes films that present aspects of the political and social history of metropolitan France. While many films in every category have a French narration and do, therefore, provide practice in listening to the language, Langue designates films which emphasize, if not exclusively at least primarily, language acquisition, particularly on the beginning and intermediate levels.

The Index at the back of the Guide gives a complete alphabetical list of all the films evaluated, followed by the category in which each is included.

Individual entries within each category include the title of the film, producer/distributor, date of production, indication of whether the narration is in English or French, type of photography (color or black and white), and the length of the film. Following each title there appears a description of the film taken from the Catalog of Educational Films of the Visual Aids Service, University of Illinois at Urbana-Champaign. This description is included as a service to readers who may not have ready access to a film catalog or other supplementary source of information regarding a film's content.

A short commentary begins the student-teacher evaluation of a film, summarizing viewers' responses to the questions, "What, specifically, do you feel students will get out of seeing this film?" and "Are there aspects of the film to which you feel students will respond so negatively as to make the showing of it worthless?" The evaluation continues with an indication of the linguistic level (I, II, III, or IV) for which the film is deemed best suited if the narration is in French and the age group(s) for which the subject matter and/or its treatment is most appropriate.

Finally, the overall rating of each film gives both a letter grade (A, B, C, or D) and a numerical score. Each of these ratings is derived independently, so that while they are for the most part consistent, a given numerical score does not necessarily correspond to a single letter grade. The letter grade shown represents the

average grade given the film by evaluators in response to the question, "What overall rating would you give the film?" The number in parentheses following this rating is the average score received by the film on a series of questions pertaining to its interest, clarity and accuracy. These questions appear on the Film Evaluation Form used in collecting the data described above. The complete form is reproduced on the following page. Thirty (30) points is the highest possible score attainable.

A note on ordering films: The films listed in this Guide may be rented through the University of Illinois Visual Aids Service. Their current Catalog gives ordering instructions and costs. While this Service ships films all over the United States and has a particularly rich collection, many of these same films are available from other sources as well. Rental fees and services vary.

Initials of Evaluator _____

FILM EVALUATION FORM

Title of film: Length:

Category:

Producer: Date:

Color B & W French sound-track English sound-track

If the film is in French, indicate the level for which you feel it is <u>linguistically</u> most appropriate: I II III IV

How would you describe the French used? natural-sounding dialog
artificial, stilted dialog
informal narrative
formal narrative

For what age group(s) do you feel the film is most appropriate?

elementary junior-high senior-high

Evaluate the film by indicating your agreement or disagreement with each of the following statements:

SD	D	N	A	SA	
_	_	_	_	_	1. The sound-track is clear.
_	_	_	_	_	2. The film is likely to hold the interest of the age group for which it is intended.
_	_	_	_	_	3. The film gives an authentic representation of some aspect(s) of French culture.
_	_	_	_	_	4. This is a film students would probably enjoy seeing more than once.
_	_	_	_	_	5. The subject matter is of little relevance for today's students.
_	_	_	_	_	6. I would like to show this film to my students.

Are there aspects of the film to which you feel students will respond so negatively as to make the showing of it worthless?

What, specifically, do you feel students will get out of seeing this film?

What overall rating would you give the film? A B C D

ANDRÉ MAUROIS

Texture Films, Inc., 1970.
FRENCH. Color. 16 minutes.

> Catalog description: The author, at the age of eighty, narrates this film about the highlights of his life and career, with particular attention to the specific interest or feeling which led him to choose the subjects for his famous series of biographies. Filmed on location in territories intimately connected with these personalities (Shelly's Oxford, George Sand's Nohant, Disraeli's Hughended, Proust's Illiers), the film closes with Maurois walking under the autumn-colored trees in the valley of the Dordogne, affirming that he has found life good.

Narrated by Maurois himself, speech is difficult to understand at times. Gives sketchy outlines of some of the people about whom Maurois wrote biographies, and shows interesting scenery closely related to these people. This film could best be used as background for literary study of Maurois, preferably for students with some previous study of this author.

Formal narrative for LEVEL IV.
Appropriate for senior high school or college.
Overall rating of film: B- (19)

ANTOINE DE SAINT-EXUPÉRY (ICI LA FRANCE SERIES)

Associated Television, Ltd./McGraw-Hill Book Company, 1961.
FRENCH. Black & White. 20 minutes.

> Catalog description: Presents the life and works of Antoine de Saint-Exupery, one of the pioneers of French civil aviation and a versatile writer, as he was known by M. Languepin, also a pilot, and by M. Didier-Daurat, veteran aviator and Saint-Exupery's former commander. Discusses his books on aviation, Le Petit Prince and La Citadelle.

Excellent insights into Saint-Exupery's life and work with emphasis on what contributed to the creation of his work. Beautiful scenery of France. Viewer will get an excellent feeling for French attitudes during World War II. Very advanced level of French.

Formal narrative for LEVEL IV.
Appropriate for senior high school and above.
Overall rating of film: A- (25)

BALZAC À PARIS (ICI LA FRANCE SERIES)

Associated Television, Ltd./McGraw-Hill Book Company, 1961.
FRENCH. Black & White. 20 minutes.

> Catalog description: Professor Pierre-Georges Castex, of the Sorbonne, discusses the highlights of Balzac's life and works. Visits Balzac's study in his Paris home, Le Musee Balzac. Includes a scene from the film based on his novel Le Colonel Chabert, starring Raimu, and also a portion of the film drawn from Le Père Goriot, with Pierre Larquet.

Various scenes are enacted from Le Père Goriot and Le Colonel Chabert which provide interesting portrayals of several of Balzac's characters. The film also includes a visit to the Balzac Museum and interviews with various students concerning their thoughts on Balzac. The narration is difficult to follow. Film is best suited for students who are well versed in Balzac's works and who have achieved a high linguistic competence.

Formal narrative for LEVEL IV.
Appropriate for senior high school or college.
Overall rating of film: B- (19)

BONNARD (FOUR IMPRESSIONIST ARTISTS SERIES)

Flag Films, Paris/Universal Education and Visual Arts, 1968.
ENGLISH. Color. 15 minutes.

> Catalog description: A montage of the paintings of Pierre Bonnard is accompanied by an analysis of his painting style and biographical details. A French film, presented in the United States by Albert Skira.

Very good coordination of commentary with shots of Bonnard's paintings and scenes which figured in his life. Students will receive a basic understanding of the philosophy behind the artist's works, the importance of color and motion. Excellent introduction to the study of Bonnard.

Appropriate for senior high school.
Overall rating of film: B+ (26)

CEZANNE (FOUR IMPRESSIONISTS ARTISTS SERIES)

Flag Films, Paris/Universal Education and Visual Arts, 1967
ENGLISH. Color. 16 minutes.

> Catalog description: A chronological presentation of the paintings of Paul Cézanne traces the development of the artist's style from his early preoccupation with heroic subjects, through his assimilation of impressionistic techniques, to the mature style which had such a profound effect on modern art. Visits the places which Cézanne immortalized with his palette: the hills of Provence, and his studios at Jas de Bouffan and at Aix. A French film, presented in the United States by Albert Skira.

In-depth study oi Cézanne and his works. Magnificent photography. Authentic representation of this aspect of French culture. Excellent narrator. Might be too detailed for students not familar with art terms.

Appropriate for junior high and senior high school.
Overall rating of film: A- (25)

DEGAS (FOUR IMPRESSIONIST ARTISTS SERIES)

Flag Films, Paris/Universal Education and Visual Arts, 1967.
ENGLISH. Color. 16 minutes.

> Catalog description: An analysis of the painting techniques of Edgar Degas traces his search to capture the impression of movement. Scenes in a ballet studio are compared to the extraordinary line and movement Degas achieved in his dancers and other subjects. Presented in the United States by Albert Skira.

Excellent in-depth study of Degas and his works. Beautiful photography. Interesting narrative and lively narrator. Might be too detailed for general French class. Subject matter and treatment limits its use.

Appropriate for junior and senior high school.
Overall rating of film: B+ (23)

DEGAS: MASTER OF MOTION

University of Southern California, 1957.
ENGLISH. Color. 15 minutes.

> Catalog description: Presents the life and work of Edgar Degas as seen through the drawings, paintings, and sculpture lent by many collectors for an exhibit at the Los Angeles County Museum. Emphasizes Degas' three favorite subjects: horses and jockeys, portraits, and ballet dancers. Says that above all, Degas wanted to capture the beauty and uniqueness of a moment of movement.

Introduction to Degas' works, his style and philosophy of art and his place with artists of the time. Narration and visual portions of film are well coordinated. Interesting shots of Degas' works.

Appropriate for senior high school.
Overall rating of film: B+ (26)

LES ÉCRIVAINS DE PROVENCE (ICI LA FRANCE SERIES)

Associated Television, Ltd./McGraw-Hill Book Company, 1961.
FRENCH. Black & White. 20 minutes.

> Catalog description: Reviews the literary history of Provence. Novelist Jean Giono discusses the influences of the region upon his life and work. Then reviews and illustrates the stories of Alphonse Daudet and the contributions of Frédéric Mistral.

For students who have studied any works of Mistral, Daudet or Giono (narrator). A high level of linguistic competence is necessary as speech is often unclear and difficult to grasp. Interesting scenery of La Camargue, but film is slow moving and lacks unity because it seems scattered as many regions are shown while discussing these authors.

Formal narrative for LEVEL IV.
Appropriate for senior high school or college.
Overall rating of film: C+ (21)

ÉMILE ZOLA (ICI LA FRANCE SERIES)

Associated Television, Ltd./McGraw-Hill Book Company, 1961.
FRENCH. Black & White. 20 minutes.

> Catalog description: Explains that Émile Zola, interested in new discoveries in medicine and biology, wanted to introduce the scientific method into literature. His series of novels Les Rougon-Macquart studies the influence of heredity on different members of a family. Also considers the important role Zola played in the Dreyfus Affair.

Good film of French markets, factories, and other aspects of French life. Less about the author himself than about the subjects he chose and the factors that influenced him.

Formal narrative for LEVEL IV.
Appropriate for senior high school and above.
Overall rating of film: B (23)

FRANÇOIS VILLON (1431-1463) (ICI LA FRANCE SERIES)

Associated Television, Ltd./McGraw-Hill Book Company, 1961.
FRENCH. Black & White. 20 minutes.

> Catalog description: Describes François Villon's double career as a poet and a gangster. Presents all or part of the following works: "Ballade des pendus," Le Petit Testament, Le Grand Testament, and "Débat du Coeur et du corps." Georges Brassens sings "Ballade des dames du temps jadis."

Interesting presentation of Villon's life and work. The presentation also includes a few dramatic scenes from his works and culminates in Brassen's musical adaptation of "Ballade des dames du temps jadis." Film also provides insight into various aspects and philosophies of life during the Middle Ages. Good film for students who have attained an advanced degree of linguistic competence.

Formal narrative for LEVEL IV.
Appropriate for senior high school and college.
Overall rating of film: B+ (22)

GEORGES BRAQUE

Viking Films, Inc., 1954.
ENGLISH. Black & White. 18 minutes.

> Catalog description: Presents the background and early training of the artist Georges Braque, and shows him at work in his Normandy studio. Mr. Braque, one of the greatest founders of modern art, examines and explains his work, which includes both painting and sculpture.

Shows some beautiful expressions of the artist at work. Watching Braque transform stone into a living sculpture is intriguing. Gives insight into the development of his style and his philosophy of art and life. One gets the feeling of almost having met Braque. Music is also good. Total effect is one of appreciation for a creator of beauty.

Appropriate for senior high school.
Overall rating of film: B+ (24)

THE LOUVRE: A GOLDEN PRISON

National Broadcasting Company, edited by Encyclopaedia Britannica Educational Corporation, 1966.
ENGLISH. Color. 44 minutes.

> Traces the evolution of the historic Louvre in terms of the historical and cultural growth of France from the time of the Renaissance. Discusses the Louvre as the residence of French kings, its part in the revolution of 1870, and its growth to the great museum it is today. Then presents a tour of the art treasures which it houses.

Many fascinating aspects incorporated into this tour of the Louvre, both past and present. Excellent for holding the interest of the students. The history is done in an exciting way with the charming narrator, Charles Boyer. Excellent photography of the many masterpieces of the Louvre. This is the kind of film students could see over and over again and still enjoy.

Appropriate for any grade level.
Overall rating of film: A+ (30)

MISERERE--FROM THE ENGRAVINGS OF GEORGES ROUAULT

Pictura Films, Inc., 1952.
ENGLISH. Black & White. 14 minutes.

> Catalog description: The artist Georges Rouault's belief in the divine salvation and his resentment of war and bloodshed are expressed in fifty-eight black and white prints entitled "Misere et guerre" (Misery and War).

Through the beautiful engravings entitled "Misere et Guerre," the student is exposed to the philosophy and style of Rouault. The background music creates a mystical atmosphere appropriate to Rouault's examination of man's inhumanity to man. Very enjoyable film which will hold student interest.

Appropriate for senior high school.
Overall rating of film: A- (24)

MONSIEUR FRANÇOIS MAURIAC, DE L'ACADÉMIE FRANÇAISE (ICI LA FRANCE SERIES)

Associated Television, Ltd./McGraw-Hill Book Company, 1967.
FRENCH. Black & White. 20 minutes.

> Catalog description: Presents the life and works of the novelist and journalist François Mauriac. Includes the opening of a session of L'Académie Française at which Mauriac delivers a very witty address entitled Élégie de la Vertu. Also shows many other literary celebrities of L'Académie Française.

Analysis of Mauriac's works and of his philosophy of life as reflected in these works. The personal interview between the narrator and Mauriac is very difficult to understand due to the quality of Mauriac's voice. This film is best suited for students who are well versed in Mauriac's works and who have attained an advanced level of linguistic competence.

Formal narrative, interview, and speeches for LEVEL IV.
Appropriate for senior high school and college.
Overall rating of film: B- (17)

THE POST-IMPRESSIONISTS

International Film Bureau, 1970.
ENGLISH. Color. 25 minutes.

> Catalog description: Analyzes and surveys the aims, influences and techniques of five post-impressionists--Cézanne, Gauguin, Van Gogh, Seurat, and Toulouse-Lautrec--and concludes with a statement of how the experiments of these artists led to different movements in contemporary art, such as Cubism, Fauvism, and Expressionism. Biographical background information on each artist is given as well as a discussion of selected paintings that typify their individual styles.

The film has excellent shots of paintings, beautiful, vivid colors. Much information given in discussing what influenced painters, how they were interrelated, and how they influenced contemporary art. Students who have an interest in art will find the commentary intrinsically interesting. Students without this interest in art, however, might find the commentary at times dry and boring. A good film for an introduction to Cézanne, Gauguin, Van Gogh, Seurat, and Toulouse-Lautrec. Could lead to a desire to research other artists and movements.

Appropriate for senior high school.
Overall rating of film: A- (27)

RACINE (ICI LA FRANCE SERIES)

Associated Television, Ltd./McGraw-Hill Book Company, 1961.
FRENCH. Black & White. 20 minutes.

> Catalog description: Professor Jean-Louis Bory, of the Lycée Henri-Quatre in Paris, discusses the life and times of the poet Racine, centered about the court of Louis XIV. Renée Faure appears in dramatic excerpts from Phèdre, Bérénice, and Andromaque.

This film is recommended only for advanced students who have read many of Racine's works and enjoy them, as the film discusses abstract aspects of literature. This is not the type of film that will gain interest of students who do not already have a strong interest in and knowledge of Racine and his works.

Formal narrative for LEVEL IV.
Appropriate for senior high school or college.
Overall rating of film: C+ (17)

LA RENAISSANCE FRANÇAISE (ICI LA FRANCE SERIES)

Associated Television, Ltd./McGraw-Hill Book Company, 1961.
FRENCH. Black & White. 20 minutes.

> Catalog description: Professor Jean-Louis Bory, of the Lycée Henri-Quatre in Paris, discusses the Renaissance in France and its effect on two authors, François Rabelais and Pierre de Ronsard.

Although the film offers a good explanation of the Renaissance, the narrator does not speak clearly and uses a very high level of language which only very advanced students could comprehend. Some good views of the various chateaux.

Formal narrative for LEVEL IV.
Appropriate for senior high school and college.
Overall rating of film: C+ (20)

TOULOUSE-LAUTREC

Riethof Productions, 1952.
ENGLISH. Color. 22 minutes.

> Catalog description: Shows the life of Toulouse-Lautrec through his paintings and drawings, and describes the artistic life of Paris of the last century. Includes music by Offenbach and his contemporaries.

An insight into the life of the artist and what influenced him. Good study for students particularly interested in Henri de Toulouse-Lautrec but could be too detailed for average French class. Excellent pictures of his paintings. Background music is very distracting.

Appropriate for senior high school.
Overall rating of film: B- (20)

VAN GOGH: A SELF-PORTRAIT

National Broadcasting Company/McGraw-Hill Book Company, 1968.
ENGLISH. Color. 53 minutes.

> Catalog description: A perceptive biography of Vincent Van Gogh is achieved through his self-portraits and the letters which he wrote throughout his life to his brother Théo. Analyzes the themes and techniques of Van Gogh's paintings; shows the people and places which were his environment and inspiration; and reveals the mental torments which eventually drove him to madness and self-destruction.

Good detailed account of Van Gogh as a man and as a painter. Beautiful pictures of his paintings. View of his life through quotes from his diary. Fine film for Van Gogh lovers or those who want to know more about him.

Appropriate for junior high and senior high school.
Overall rating of film: B+ (24)

VINCENT VAN GOGH

Jan Hulsker/Coronet Instructional Films, 1959.
ENGLISH. Color. 22 minutes.

> Catalog description: Shows a large number of the original works of Van Gogh. The selections are interwoven with fragments of his frequent letters to his brother Théo. Also shows many of the actual locales associated with Van Gogh, such as the Borinage, Arles, and others.

This film gives insight into Van Gogh's life and works, and how his emotions and experiences influenced his artistic style. The film is very skillfully done, with narration taken from Van Gogh's personal letters to his brother. The visual portion of the film, which includes his paintings, sketches and live scenes of places where Van Gogh worked and lived, is skillfully interwoven with the narration and musical score to creat a moving portrayal of the man and his work. An excellent film.

Appropriate for senior high school.
Overall rating of film: A- (26)

A TRAVERS PARIS (ICI LA FRANCE SERIES)

Associated Television, Ltd./McGraw-Hill Book Company, 1961.
FRENCH. Black & White. 20 minutes.

> Catalog description: Presents a tour of Paris, showing its famous sights and examining history's influence on it. Includes interviews with several students at the Sorbonne. Recalls the celebrations when Paris was liberated in August, 1944.

Very good scenes of Paris, monuments, cafes. Gives good pictorial insight. Would be better in color. Interviews boring and unnecessary.

Formal narrative for LEVEL III.
Appropriate for senior high school.
Overall rating of film: B (23)

AU REVOIR VILLAGE (ALLONS EN FRANCE SERIES)

Seabourne Enterprises Ltd. and La France en Marche for International Film Bureau, Inc., 1969.
FRENCH. Color. 20 minutes.

> Catalog description: First in series. Marc ends his summer vacation at his grandparents' home in a small Normandy village and returns to Paris by bus and train. On the trip, Marc observes village life and sightsees in Rouen.

An excellent lesson on French culture. A great film for someone going to France. Remarkably well-done film of contemporary France. Good photography and sound track.

Formal narrative for LEVELS II+.
Appropriate for junior and senior high school.
Overall rating of film: A (30)

AUJOURD'HUI NOUS VISITONS PARIS

International Film Bureau, Inc., 1963.
FRENCH. Color. 21 minutes.

Catalog description: Presents a carefully organized and oriented tour of Paris, with animated maps and actual scenes of important points of interest.

Excellent Paris street scenes. Aspects of daily life are authentic and interesting. Good coverage of market-place scene. Uses map to show location of monuments, cafes, etc. French is clear. Cood use of graded vocabulary.

Informal narrative for LEVEL II.
Appropriate for elementary, junior, and senior high school.
Overall rating of film: A (29)

LES CANAUX

Jean Brérault/International Film Bureau, Inc., 1946.
FRENCH. Black & White. 14 minutes.

Catalog description: Portrays the role of France's extensive canal system in the life of the people. Includes the various types of barges, life on the barges, canal scenes, and the operation of canal locks, explained in detail by means of animation.

The French spoken in the film is elementary and spoken very slowly. Explains how canals and locks function. A good film to encourage discussion. However, the film is rather poor and the subject of canals may not be too interesting to students of this age group.

Formal narrative for LEVEL II.
Appropriate for junior and senior high school.
Overall rating of film: C (17)

CHRISTIAN DIOR STORY

Film Images, Inc., 1950.
ENGLISH. Black & White. 18 minutes.

> Catalog description: Visits the salon and workrooms of Christian Dior, the designer of women's dresses, who was responsible for the "new look." Portrays the creative artist at work and shows the subsequent operations of those who assist in carrying out his ideas. A Dior premiere, to which usually only important fashion buyers are invited, is also included.

Although the sound track is sometimes difficult to understand and clothing is out of date (some students may laugh), the film still can be useful in that it is interesting to see the process involved in dress designing. The film would invite discussion of the differences in fashion since 1950. The teacher should have a good sense of humor to show this film.

Appropriate for senior high school.
Overall rating of film: B (24)

DANS LES ALPES

International Film Bureau, 1947.
FRENCH. Black & White. 18 minutes.

> Catalog description: After locating the French Alps on maps, the film shows examples of erosion and vegetation, glacier forms and movements, and the Isère River.

Film provides a thorough discussion of the Alps region. The particular area being presented is first located on a map. This introduction is followed by authentic scenes of the area in question. The discussion covers many aspects of this area. Film could serve as a good aid to a geography lesson. The only criticisms of this film are that the scenic shots are often too long and that the film would be more effective in color.

Formal narrative for LEVEL III.
Appropriate for senior high school.
Overall rating of film: B+ (23)

DÉPART DE GRANDES VACANCES (FRENCH FILM READER SERIES)

Basic Films for Linguaphone Institute/International Film Bureau, Inc., 1948.
FRENCH. Black & White. 12 minutes.

> Catalog description: The Martins, a French family, live in a suburb of Paris with their three teen-age children. Presents a humorous sequence about the family as they leave by automobile for a vacation in Touraine.

Gives a good view of French family life and various other aspects of French culture. A look at French cafés, menus, and food. Provides many useful vocabulary words and possible topics for future discussions. Styles are very out-dated and could be distracting.

Informal narrative with some natural-sounding dialog for LEVEL III.
Appropriate for senior high school.
Overall rating of film: B (21)

DERNIÈRE ÉDITION (ICI LA FRANCE SERIES)

Associated Television, Ltd./McGraw-Hill Book Company, 1961.
FRENCH. Black & White. 20 minutes.

> Catalog description: Traces the history of French news publishing. M. Pierre Brisson, editor of Le Figaro, explains the steps in printing a large issue. M. Pierre Lazareff, editor of France Soir, discusses the different but complementary roles of the press, radio, and television in reporting the news. M. Gaston Bonheur tells how the reporters for his illustrated weekly, Paris-Match, search for articles and events of interest to its wide audience.

This film gives students an interesting, realistic view of the inside workings of the French press. Narration and action, as well as lively background music, keep the film moving rapidly. Most interesting are the scenes and commentary of an edition of France Soir being put to press, those of Paris-Match news features, and scenes of newspaper distribution and vending in Paris. Students hear real French describing real situations: race cars, war, sports. Suggested for an advanced class.

Formal narrative for LEVEL IV.
Appropriate for senior high school or college.
Overall rating of film: B+ (23)

EN BASSE PROVENCE

International Film Bureau, Inc., 1947.
FRENCH. Black & White. 19 minutes.

> Catalog description: Shows the industries of southern France, including cork gathering, shipping, ship-building, salt piles, orchards, gathering flowers for perfume, and the entertainment of tourists on the Riviera.

Shows orange picking, maps. Some geographical value. Outdated and without any particular excitement or interest.

Formal narrative for LEVEL III.
Appropriate for senior high school.
Overall rating of film: D (13)

ESCALE À PARIS (ALLONS EN FRANCE SERIES)

Seabourne Enterprises, Ltd. and La France en Marche for International Film Bureau, Inc., 1969.
FRENCH. Color. 18 minutes.

> Catalog description: Second in series. Marc and his cousin Michèle pick up her father at Orly Airport in Paris. As they drive to and from the airport, they notice examples of old and modern Paris and visit a super-marché.

With much of the film there is a step-by-step description of activities. Explains the new vocabulary well. The film shows much of the "new" in Paris today. The only "old" thing that you see is a glimpse of Notre-Dame. The photography is good but the narrative is somewhat difficult to understand. Seems long in view of content.

Informal narrative with natural-sounding dialog suitable for LEVEL III.
Appropriate for senior high school.
Overall rating of film: B (18)

UNE FAMILLE BRETONNE (A LESSON IN FRENCH)

Encyclopaedia Britannica Educational Corporation, 1950.
FRENCH. Black & White. 11 minutes.

> Catalog description: Describes the life of a family in Brittany, in western France. Illustrates the work of each member of the family, and shows typical scenes in the village school and a neighboring town.

Film depicts life in a small town in Brittany. Language is fairly simple, and the narration is slow enough for easy comprehension. Shows a way of life far different from what students know. Despite its age, the film has value in terms of cultural application as well as exposure to language. Students should be interested by the many cultural scenes.

Informal narrative for LEVELS I+.
Appropriate for junior or senior high school.
Overall rating of film: A (24)

FOOD FOR PARIS MARKETS (NORTHERN RURAL FRANCE)

Louis de Rochemont Associates/United World Films, 1949.
ENGLISH. Black & White. 20 minutes.

> Catalog description: Pictures the various districts of France which supply foodstuffs for the 3,000,000 Parisians and the transportation links with the city. Shows foods from Le Havre, seafoods from Brittany, vegetables and dairy products from Normandy, and cheese and wine being processed and shipped to Paris.

Gives a good view of France's food products and their production. Describes the contribution of each province. Clothing styles and some aspects of life are very out-dated.

Appropriate for junior and senior high school.
Overall rating of film: B (23)

FRANCE AND ITS PEOPLE

Encyclopaedia Britannica Educational Corporation, 1955.
ENGLISH. Color. 14 minutes.

> Catalog description: A mother and her two sons ride in their uncle's taxi from their Paris home to their grandparents' farm in Normandy. Presents an overview of French culture, industry, agriculture, and friendship with the United States; and points out that few French citizens emigrate to other countries. A shorter version of this film with French narration is titled VACANCES EN NORMANDIE.

Aspects of French life including leisure time, industries, cooking and farm life. The French words used in the narrative were spoken correctly. The photography is good and the only negative aspect of the film is that some of the clothes are out-of-date.

Appropriate for all levels.
Overall rating of film: A (29)

FRANCE: LA FAMILLE DE MONSIEUR RENÉ, PERPIGNAN

Frith Films, 1960.
FRENCH. Color. 15 minutes.

> Catalog description: Shows the daily activities of the family of Monsieur René, a school superintendent for the district Pyrénées-Orientales, in France. Also shows many buildings and means of transportation in and around Perpignan.

Very good film as a point de départ for discussion of cultural aspects of France; namely, the market, the school, the parks, the beach, airplane flying, horseback riding and the everyday life of a French family. Since the film does not deal specifically with any one particular aspect of culture, the narrative may seem a bit disconnected at times; however, this does not distract from the overall impression of the film. The narrator speaks slowly, and there is enough repetition for most second-year students to be able to understand.

Informal narrative for LEVEL II.
Appropriate for junior or senior high school.
Overall rating of film: A- (27)

FRANCE: NEW HORIZONS

Centron Corporation/McGraw-Hill Book Company, 1966.
ENGLISH. Color. 21 minutes.

> Catalog description: Describes the three distinct geographical regions of France, how people live and work in each, the contributions of French culture to that of Western Europe, and France's relations with the rest of the world.

It is amazing how, in such a short time, the film touches upon so many of the changes in France. The film breaks the country into three regions: Mediterranean, Highland, and Atlantic France, making comparisons and contrasts in each region as to geography, industry, and ways of life. French people from each region speak of their ways of life. The old is contrasted with the new to give an excellent overall picture of France. Many possibilities for points de départ--geography, industries, perfume-making, wine-making, transportation, fashion, art, making a living, standard of living, etc. Beautifully produced, excellent film.

Appropriate for junior or senior high school.
Overall rating of film: A- (27)

THE FRENCH CHEF: DINNER IN HALF AN HOUR

National Educational Television, 1966.
ENGLISH. Black & White. 30 minutes.

> Catalog description: By preparing a chicken dinner in half an hour, Julia Child demonstrates that French cooking need not be complicated. Tomatoes, hard-boiled eggs, salami, and mayonnaise provide the ingredients for tasty hors d'oeuvres. The main course is composed of cut-up chicken estuvéed, sauteed potatoes, and zucchini. Mrs. Child recommends a red Bordeaux wine to accompany the meal and a dessert of fresh pears and cheese.

The preparation of French food is shown by Julia Child. Shows how to sauté food, preparation of chicken, dessert, etc. However, some of the foods seem to be more Italian than French. Not too valuable as far as French culture is concerned. May be better suited for a home economics class.

Appropriate for all ages.
Overall rating of film: B (20)

FRENCH FAMILY BRUNEL

Myron Solin/McGraw-Hill Book Company, 1960.
FRENCH. Black & White. 17 minutes.

> Catalog description: Shows the daily life of the Brunel family in Blois, France. Pictures Mrs. Brunel attending to her household duties, Mr. Brunel working in a factory, and their daughter Suzanne at home and in school. The parents' excitement and pride are evident as a procession of children enters the church to be confirmed. Concludes with a family celebration following Suzanne's confirmation.

Authentic views of working class family life, market scenes, street scenes, religious emphasis, and meal scenes. Film about elementary-age children. Dress out-dated. Background information needed.

Informal narrative for LEVEL II.
Appropriate for elementary and junior high school.
Overall rating of film: B (21)

LA GARONNE

International Film Bureau, 1947.
FRENCH. Black & White. 17 minutes.

> Catalog description: Sketches the complete course of the Garonne River, with tributaries, on an outline map of France. Pictures the turbulent water falling through gorges and ravines among mountain peaks, flood results at Toulouse, low waters at Agen, the river joined by a lateral canal at Castet, maritime activities at Bordeaux, and the junction of the Dordogne and Garonne rivers to form the Gironde estuary.

Rather dull film tracing the Garonne River from the Pyrénées to the ocean. The film uses graphic diagrams which present the route as well as actual footage of the river itself. Unfortunately, the graphic shots, scenery shots, and the pauses between commentaries are just too long. It is doubtful that this film could sustain student interest or attention in a classroom situation.

Formal narrative for LEVEL II.
Appropriate for junior or senior high school.
Overall rating of film: C- (15)

HISTORIE DE POISSONS (FRENCH FILM READER SERIES)

Basic Films for Linguaphone Institute/International Film Bureau, 1949.
FRENCH. Black & White. 14 minutes.

> The Martin family have reached St. Aignan-sur-Cher for the holiday. Martin and Roger plan to go fishing and assure Mrs. Martin that there will be fish for dinner. However, there is a guest for dinner and Mrs. Martin prudently buys a large fish at the market. So do Charles and Martin, each unknown to the other.

Some vocabulary background may be needed as the conversation is sometimes quite fast, although actions do convey a lot of meaning. Clothing is somewhat dated but the subject matter is still relevant and relatively unchanged today. Film offers many subjects for further development by the class and teacher. Many natural scenes of everyday activities.

Informal narrative with some dialog for LEVELS II+.
Appropriate for senior high school, but could be profitable in junior high also.
Overall rating of film: B (20)

L'HUMOUR FRANÇAIS (ICI LA FRANCE SERIES)

Associated Television, Ltd./McGraw-Hill Book Company, 1961.
FRENCH. Black & White. 20 minutes.

> Catalog description: Presents several forms of French humor, as commented on by Pierre Daninos' creation, Major Thompson. Includes interviews with Daninos and René LeFèvre. Discusses satirical newspapers such as Le Canard Enchaîné, cartoons, and the Chansonniers. Also includes examples of movie humor.

A documentary on French humor. Some cultural elements, but frequently boring. A very technical treatment. Extremely advanced and technical French, beyond high school students.

Formal narrative for LEVEL V and beyond.
Appropriate for adults.
Overall rating of film: C- (18)

INTRODUCING FRANCE (ATLANTIC COMMUNITY SERIES)

Madeleine Film Productions for North Atlantic Treaty Organization, 1955.
ENGLISH. Black & White. 20 minutes.

> Catalog description: Presents the diversity of wealth and cultural contributions of France. Provides an overview of mineral, agricultural, fishing, water-power, and industrial resources. Considers the French tradition of cultivating the amenities of living; their achievements in art, science, and literature; and their liberal ideas. Explains France's role in the North Atlantic Treaty Organization.

Shows some aspects of French life. Historical and cultural facts are out-dated. Too dramatic and forceful in its presentation. Some military propaganda.

Appropriate for junior and senior high school.
Overall rating of film: C (16)

JE PARLE FRANÇAIS, 2e, LEÇON 4: RYTHMES DE PARIS

Encyclopaedia Britannica Educational Corporation with Tadie-Cinema, France, 1970.
FRENCH. Color. 9 minutes.

> Catalog description: From the dawn scenes in the Bois de Boulogne, through lunch at the first level of the Eiffel Tower, to the spectacular sight of the Champs-Elysées after dark, we are treated to the sights that have always meant Paris--and to a few quite new ones.

A good representation of Paris. A good film for use in a cultural presentation. Interesting photography.

Formal narrative for LEVEL II and above.
Appropriate for senior high school.
Overall rating of film: A (27)

JE PARLE FRANÇAIS, 2e, LEÇON 8: LOISIRS ET VACANCES

Encyclopaedia Britannica Educational Corporation with Tadie-Cinema, France, 1970.
FRENCH. Color. 11 minutes.

> Catalog description: Typical French use of leisure is examined. Brief moments of detente after work are typically spent with a glass at the local bistro and a game of cards or billiards. Time for sport among the older generation goes to bowling on the green in the south, pigeon races in the north, and hunting everywhere there is suitable terrain. The younger set likes soccer, rugby, mountain-climbing and skiing. All ages love the seacoast, reserved for "les grandes vacances." A few groups of student volunteers have originated the inspiring idea of donating their vacation time to work on restoration of some of the nation's historic churches and monuments.

Very good showing of some of the things the French do for entertainment. An excitingly vivid look at French culture. Hunting, football, Le Tour de France and more are covered in this film. Good photography and a clear soundtrack.

Formal narrative for LEVEL II and above.
Appropriate for junior and senior high school.
Overall rating of film: A (30)

JE PARLE FRANÇAIS, 2e, LEÇON 12: VIVRE MIEUX, DEMAIN

Encyclopaedia Britannica Educational Corporation with Tadie-Cinema, France, 1970.
FRENCH. Color. 9 minutes.

> Catalog description: A varied and colorful catalog of France's natural and industrial resources. The perfume industry, viticulture and the abundance of hydroelectric power are the main source of wealth. An Air France plane is taking off or landing somewhere in the world every three minutes. In contrast to organized technology we are shown isolated artisans (potter, carver, weaver, iron-worker) who still find a great part of their joy in the satisfaction of creating a whole work. We are left with the idea that "mieux" does not necessarily mean more luxuriously or more elaborately.

Shows both old and new industries in France. Very good cultural aspects of France are illustrated in the film. Good soundtrack and scenic photography. Relevant for high school as well as junior high school students.

Formal narrative for LEVEL II and above.
Appropriate for junior and senior high school.
Overall rating of film: A (30)

JE PARLE FRANÇAIS, 2e, LEÇON 16: LOIN DE PARIS

Encyclopaedia Britannica Educational Corporation with Tadie-Cinema, France, 1970.
FRENCH. Color. 10 minutes.

> Catalog description: Four-fifths of France's population lives in the provinces. This tour shows us occupations and living conditions in the wheat fields north of the Loire, in Auvergne, in Brittany, in the southern mountains near Spain, along the côte d'azur, and in the Alpine regions which have been revitalized by the vogue of skiing.

A contemporary cultural look at products and people outside of Paris. A modern film dealing with life in a smaller town. The photography and soundtrack are both excellent.

Formal narrative for LEVEL II and above.
Appropriate for junior and senior high school.
Overall rating of film: A (29)

JE PARLE FRANÇAIS, 2e, LEÇON 20: L'ART ET LA VIE

Encyclopaedia Britannica Educational Corporation with Tadie-Cinema, France, 1970.
FRENCH. Color. 9 minutes.

> Catalog description: The French government, realizing that its monuments have often been less than beautiful, has wished to do something to bring art and life closer together, and to make art appreciation more accessible to the average citizen. For this purpose it has begun a program of constructing, in major cities, "Maisons de Culture." The concept seeks to combine the facilities of the traditional art gallery and the book and record library with those of the newer theatres for the performing arts. Guests lecturers, performances of theatre, music and dance are scheduled, as well as the traditional art exhibits and "vernissages."

Shows art of past and present and where it is displayed in France. The color photography is excellent. This film may not be quite as good as the others in the series.

Formal narrative for LEVEL II and above.
Appropriate for junior and senior high school.
Overall rating of film: A (25)

UNE JOURNÉE AU LYCÉE (LETTRES D'UN AMI FRANÇAIS SERIES)

International Film Bureau, Inc., 1963.
FRENCH. Color. 16 minutes.

Catalog description: Henri Garnier writes to his American pen pal about a typical school day, which he spends at a modern co-educational lycée.

Good view of contemporary French secondary education. Shows students' activities during the typical school day. Lacks action and is a bit stilted in its presentation. The soundtrack is clear.

Informal narrative for LEVEL II.
Appropriate for junior and senior high school.
Overall rating of film: A (25)

JOURNEY IN FRANCE

Churchill Films, 1957.
ENGLISH. Color. 16 minutes.

Catalog description: Shows France as seen through the eyes of Marie and Jeanette, the daughters of a barge family, as they travel the rivers and canals from Marseille to Strasbourg. Illustrates the character of the French working people in the day-to-day events on the barge. Presents a panorama of the history, geography, and economy of France as the barge carries the girls through the countryside. A shorter version of this film with a French narrator is titled NOUS VOYAGEONS EN FRANCE.

Good view of travel and life on a river barge in France. Some good market and dinner scenes. Sound track is very clear.

Appropriate for elementary, junior, and senior high school.
Overall rating of film: B (25)

LIFE ON A FRENCH FARM

Coronet Instructional Films, 1949.
ENGLISH. Black & White. 11 minutes.

Catalog description: Follows a French farm family, the Duvals, through a typical day. Shows the children in school, the father in the fields, and the mother shopping and housekeeping. Presents the various aspects of farming and stresses the wise use of land by the French farmers.

Good representation of small farm life, small villages, school, and shops. Will hold interest and of good cultural value. Film is old and therefore doesn't mention the new techniques and methods used in farming today.

Appropriate for elementary and junior high school.
Overall rating of film: B (22)

LES LYCÉENS CHEZ EUX (ICI LA FRANCE SERIES)

Associated Television, Ltd./McGraw-Hill Book Company, 1961.
FRENCH. Black & White. 20 minutes.

Catalog description: Shows and discusses in some detail the modern Lycée Mixte d'Enghien-les-Bains, which represents a new trend in French secondary education. Points out the types of curricula available and the facilities for special activities. Concludes with a brief interview with the principal of the school.

French students, their interests, dress, manner of speech, shown in a new, mixed, experimental school. French rather difficult to understand. Scenes sometimes long and boring.

Formal narrative for LEVEL III and above.
Appropriate for senior high school.
Overall rating of film: B- (22)

MODERN FRANCE: THE LAND AND THE PEOPLE

Coronet Instructional Films, 1965.
ENGLISH. Color. 13 minutes.

> Catalog description: Pictures the various areas of France, its cities, and the balance between agriculture and modern industrial technology that has helped make France a leader in the European community of nations.

Very good view of the agriculture and industry of France. Excellent pictorial map of France. Provides geographical understanding. Excellent soundtrack and authentic representation of culture. Leaves open many areas for teacher-directed expansion and classroom discussion.

Film is suited for students in every age group.
Overall rating of film: B+ (25)

PARIS: CITY OF ART

Simmel-Meservey, Inc., 1948.
ENGLISH. Black & White. 10 minutes.

> Catalog description: Tours the Louvre with its famous paintings and sculptures. Shows Montmartre artists at work and representative buildings and architecture such as Sacre Coeur, Notre-Dame, and the Pantheon.

Some good views of Montmartre and its artists. Overdoes generalization that all Frenchmen appreciate and know all about art. Overview of artists is too superficial. 1948 dress styles are distracting.

Appropriate for junior and senior high school.
Overall rating of film: D (16)

PARIS: THE CITY AND THE PEOPLE

Coronet Instructional Films, 1960.
ENGLISH. Color. 11 minutes.

> Catalog description: Tours the variety of historic and important landmarks in Paris and shows the everyday lives of Parisians. Includes the Seine, Notre-Dame Cathedral, Arc de Triomphe, Napoléon's Tomb, the National Assembly, the financial center, the Eiffel Tower, the women's fashion center, the Louvre, the Paris Opera House, the theatrical district, and the industrial areas; and concludes with views of a Parisian's day-to-day activities.

Gives background of many points of Paris, presented through an American arriving in Paris and being greeted by a Frenchman. The Frenchman speaks English with a charming French accent, but is easily understood. Film contains many cultural points de départ such as cars, métro, cafés, artists, and bookstores in Paris. Avoids stereotypes; culture is very authentic.

Appropriate for junior or senior high school.
Overall rating of film: A- (27)

PLATEAU FARMERS IN FRANCE

Institut Fur Film und Bild, Munich/Films, Incorporated, 1969.
ENGLISH. Color. 15 minutes.

> Catalog description: Roger Merle, a government agricultural agent, tells of his work with the farmers of a region of southeast France. The area is dry and rocky, and much of it has been ruined by excessive sheep grazing. Shows clearly the varied reactions and results of various farmers' struggle with the idea of change. Those who accept fruit, timber and dairy farming alternatives have done well; other farms are abandoned.

Students will learn from this film that France is not just Paris. Shows attitudes of French provincial farmers, and contrasts modern farming with antiquated farming methods. Interesting, varied scenery. Students with rural backgrounds will see contrast between French and American agriculture. Urban Americans will see something of rural life. Some quite interesting scenes of Roquefort cheesemaking.

Appropriate for junior or senior high school.
Overall rating of film: B+ (26)

UN PORT DE COMMERCE

International Film Bureau, 1947.
FRENCH. Black & White. 18 minutes.

> Catalog description: Shows prewar port activities at Le Havre, France, including the loading and unloading of both passenger and cargo boats.

Students will get an understanding of the workings of a port, products shipped in and out. Exciting film with a lot of action, emphasizing importance of international trade for France. Vocabulary is useful since a word is shown on the screen and then the product is described. This film could open many areas of interest for students; they might want to do further research as a result of seeing this film.

Formal narrative for LEVEL II or III.
Appropriate for junior or senior high school.
Overall rating of film: B (23)

LE QUATORZE JUILLET (LETTRES D'UN AMI FRANÇAIS SERIES)

Audio Visual Techniques, Paris/International Film Bureau, Inc., 1961.
FRENCH. Color. 15 minutes.

> Catalog description: Henri Garnier writes to his American pen pal about a Bastille Day celebration. He and his sister Jacqueline watch the parades, listen to the bands, ride the carnival rides, and watch the fireworks.

Excellent soundtrack and photography. Shows how Parisians celebrate the 14th of July. Exciting scenes likely to hold student interest. Slightly out-dated in historical facts (mentions De Gaulle as President).

Informal narrative for LEVEL II.
Appropriate for elementary, junior, and senior high school.
Overall rating of film: A (28)

LA S.N.C.F. (LA SOCIÉTÉ NATIONALE DES CHEMINS DE FER FRANÇAIS) (ICI LA FRANCE SERIES)

Associated Television, Ltd./McGraw-Hill Book Company, 1961.
FRENCH. Black & White. 20 minutes.

> Catalog description: Depicts the history and workings of the Société Nationale des Chemins de Fer Français. M. Roger Bourg, an expert on steam locomotives, explains how the famous locomotives Pacific 231 and 241 were named. Then shows a model of the first French locomotive and gives Zola's description of it in La Bête Humaine. M. Louis Armand, head of the S.N.C.F., describes the electrification of the railroad after the war and its constant progress since then.

Good scenes of trains, stations, and dining cars. Shows scenery in southern France. Too technical, too many interviews. Not enough action.

Formal narrative for LEVEL III.
Appropriate for senior high school.
Overall rating of film: D (15)

6,000 INHABITANTS

J. Spinhayer and Company, 1960.
FRENCH. Black & White. 18 minutes.

> Catalog description: Shows a French community faced with having to make a decision on the use of a piece of vacant land. The question is whether tradition will prevail or progressive attitudes will determine future growth. Demonstrates the importance of planning and the role of citizens in shaping the future of their community.

Discusses problems of urban planning. Photography is of poor quality. Subtitles are inadequate and distract from listening to the French. Styles are out-dated. Discussions are not very interesting for the average student. The problems are not peculiar to France.

Informal narrative with some natural-sounding dialog for LEVEL III.
Appropriate for junior and senior high school.
Overall rating of film: D (9)

TWO WORLDS OF FRANCE: PARIS AND THE FRANCE BEYOND

March of Time, 1953.
ENGLISH. Black & White. 26 minutes.

Catalog description: Presents the landmarks and highlights of life in Paris and the scenic beauty and traditional way of life in the Dordogne Valley. Shows rural Frenchmen using primitive methods to bake, wash clothes, and make wooden shoes. Includes scenes of peasant dances performed during the celebration which follows a wedding ceremony.

Good representation of life in a small village. Scenes of wedding, truffles, cooking, shopping, etc. Gives background of customs and traditions. Outdated in parts. Photography could be improved.

Appropriate for junior and senior high school.
Overall rating of film: B+ (22)

LA VIE FAMILIALE D'UNE FERME FRANÇAISE

Gumbiner Films/Bailey Films, Inc., 1966.
FRENCH. Color. 16 minutes.

Catalog description: Shows how modern times are changing the traditional village of a farm family in the Auvergne region of France. M. Durand wants to consolidate his scattered fields and buy a tractor. His son André wishes to leave the farm and live in Paris. Points out that opportunities opened by the European Common Market challenge the community to modernize farming methods and increase crop production.

Provides a good insight into the dilemmas facing the French farmers as urban modernization begins to replace rural tradition. Shows French family structure with emphasis on life in a small farming village. Film has a rich cultural content which opens up many avenues for further exploration. Authentic scenes of various aspects of French life portrayed in beautiful color. The language is authentic and spoken clearly and slowly while maintaining normal speech patterns. Good, enjoyable film.

Formal narrative for LEVEL II or III.
Appropriate for senior high school.
Overall rating of film: A- (26)

AGE OF EXPLORATION: THE FRENCH EXPLORERS

Crawley Films, Canada/Encyclopaedia Britannica Educational Corporation, 1965.
ENGLISH. Color. 11 minutes.

> Catalog description: Dramatizes the adventures of the French explorers who failed to find a passage to Asia through the American land barrier, but stayed to build an empire in the New World. Explains how the combined efforts of traders, missionaries, soldiers, and fortune hunters--all with different reasons for exploration--helped to expand the territory of New France. Points out that confusing land claims created early "friction points" in North America, thus extending the conflicts of Europe to the New World.

The historical works of art and sketches shown throughout the film are well-chosen and good. The film is very interesting. The visuals and photography are effective in putting the viewer into the feeling of exploring uncharted wilderness. Would be particularly effective in conjunction with history department's study of this period.

Appropriate for elementary through senior high school.
Overall rating of film: B+ (24)

BONJOUR MONTRÉAL

Moreland-Latchford Productions, Ltd., 1969.
NO NARRATION. Color. 13 minutes.

> Catalog description: A fast-paced tour of Montreal--harbor, old town, new center, restaurants, night spots, cultural centers, parks, churches--ending with the excitement of the perpetual Expo. Lively musical score.

Shows sights of modern Montreal. Enjoyable music. Not much cultural value.

Appropriate for junior and senior high school.
Overall rating of film: C (18)

COLONIAL FAMILY OF NEW FRANCE

Coronet Instructional Films, 1958.
ENGLISH. Black & White. Color. 14 minutes.

> Catalog description: Uses a family of settlers in eighteenth-century New France to explain the land-grant system under which the colonies operated in Canada. Discusses the types of people, their social positions, and the three major classes--soldiers, farmers, and trappers. Tells the story of François and how he is influenced by each of these groups of people in turn. Shows a typical farm home and describes typical foods and their preparation.

Extremely elementary, told as a story and re-enacted in costume, for the purpose of giving a child an idea of what life was like for children, in that geographical area, in 1700. Not very interesting. Dialog is silly and dubbed.

Appropriate for junior high school.
Overall rating of film: D (13)

FRANCE IN THE NEW WORLD (COLONIAL LIFE IN CANADA)

Encyclopaedia Britannica Educational Corporation, 1962.
ENGLISH. Black & White. 16 minutes.

> Catalog description: Shows modern residents of Quebec Province whose ancestors were colonizers of New France in the latter half of the seventeeth century. Then shows activities in the village of Ste. Famille, about 250 years ago, with emphasis on the government, religion, the coureur de bois, farm family life, and the fur trade. Mentions some of the cultural factors which have kept Quebec a distinct unit in modern Canada.

Some aspects of Canadian colonial history are presented. Not a very interesting presentation.

Appropriate for elementary through senior high school.
Overall rating of film: C (14)

FRENCH AND INDIAN WAR (SEVEN YEARS WAR IN AMERICA)

Encyclopaedia Britannica Educational Corporation, 1962.
ENGLISH. Color. 16 minutes.

> Catalog description: Presents an account of the French and Indian War, using paintings and drawings from several sources. Opens with the narrator at restored Fort Ticonderoga. Moves to the Clements Library at the University of Michigan to show records and other realia of the colonial period. Contrasts the French and English methods of settlement and of dealing with the Indians. Portrays military highlights of the French and Indian War, culminating in the capture of Quebec by the British. Concludes with a conjecture as to what America might be like had the French rather than the British won.

The narration was good and the "lecture" very interesting. Very effective use of historical paintings, sketches (almost all in color) to illustrate the commentary. Narrator is a little stiff, and some of his mannerisms, depending on the maturity of the students, could be distracting. In general this film is more appropriate for a history than a language class.

Appropriate for junior and senior high school.
Overall rating of film: B- (19)

FRENCH FOR BEGINNERS

Teaching Films, Inc., 1947.
FRENCH. Black & White. 10 minutes.

> Catalog description: Photographed in the city of Quebec and the surrounding province. Stresses the beauty and unchanging charm of this bit of "Old France" transplanted to the New World.

Interesting to the point where students would probably not notice the film's age. Gives insight into the deep pride felt by French Canadians who view their country as part of France transplanted into North America. Narrative is slow and simple, perhaps somewhat artificial, but appropriate for beginning classes.

Formal narrative for LEVEL II.
Appropriate for junior and senior high school.
Overall rating of film: B (23)

ICI ON PARLE FRANÇAIS

International Film Bureau, Inc., 1960.
FRENCH. Color. 21 minutes.

> Catalog description: Comments on Quebec City and the surrounding countryside in simple French, with slow pacing, simple constructions, and high-frequency vocabulary.

Very good coverage of various aspects of life in French Canada with Quebec as focal point. Language used is simple with long pauses. Students on a more advanced level might become bored, but cultural content of film warrants its use. (Boredom might not even be a factor).

Formal narrative for LEVELS I+.
Appropriate for junior and senior high school.
Overall rating of film: B (24)

LE MERLE

National Film Board of Canada, 1958.
FRENCH. Color. 5 minutes.

> Catalog description: Norman McLaren imparts unusual activity to an old French-Canadian nonsense song. Simple white cut-outs on pastel backgrounds provide illustrations as the song relates how a blackbird loses parts of his body one by one and then regains them two- and three-fold. The folk song "Mon merle" is sung in French by the Trio Lyrique of Montreal.

A song about a bird losing parts of his body. Colorful cartoon, but the subject matter is a bit ridiculous. The poor soundtrack and rapidity of the French make it difficult to understand.

Song for LEVEL IV.
Appeals to elementary school age.
Overall rating of film: D (9)

QUEBEC WINTER CARNIVAL

Moreland-Latchford Productions, Ltd., 1968.
NO NARRATION. Color. 11 minutes.

> Catalog description: French Canada in a festive mood is seen at the Quebec Winter Carnival, a northern Mardi Gras. There are charming glimpses of carnival queen and princesses, bands and floats, ice sculptures, and Bonhomme Carnaval himself. Also shows the daring winter sports events which draw keen competition from near and far. Musical score replaces narration.

Shows Quebec in the winter and how the people entertain themselves. Light, fun film. Not much cultural value. **Continuity** somewhat lacking because scenes are not explained.

Appropriate for elementary through senior high school.
Overall rating of film: B (20)

SAMUEL DE CHAMPLAIN (THE HISTORY MAKERS SERIES)

National Film Board of Canada, 1964.
ENGLISH. Color. 16 minutes.

> Catalog description: Uses maps, historical documents, and lively commentary drawn from Champlain's own journals to chronicle the thirty years between his first voyage up the St. Lawrence and his death in 1635. Presents a picture of early 17th-century exploration and settlement of North America from Boston to Quebec, and concurrent events in France and England which affected colonization.

A film of paintings. Good history lesson of the life of Champlain, but it tends to be boring.

Appropriate for junior and senior high school.
Overall rating of film: C (16)

BEAUMARCHAIS ET SON SIÈCLE (ICI LA FRANCE SERIES)

Associated Television, Ltd./McGraw-Hill Book Company, 1961.
FRENCH. Black & White. 20 minutes.

> Catalog description: Professor Philippe van Tieghem, of the Conservatory of Dramatic Arts in Paris, discusses the lives and works of two eighteenth-century comic dramatists, Beaumarchais and Marivaux. Includes a scene from Marivaux's Le Jeu de l'amour et du hasard.

Very detailed account of Beaumarchais and the writers during his time. Worthwhile scenes from some of Beaumarchais' plays. Specific subject matter makes use very limited. Uninteresting presentation. Monotone narration. Slow moving.

Formal narrative for LEVEL IV.
Appropriate for senior high school and above.
Overall rating of film: D (15)

CHARLEMAGNE AND HIS EMPIRE

Coronet Instructional Films, 1961.
ENGLISH. Color. 14 minutes.

> Catalog description: Portrays the influence of Charlemagne on European civilization during the early Middle Ages. Reenacts his defeat of the Lombards which insured the safety of the Christian Church. Shows how he unified his kingdom under the church, developed a centralized form of government, established schools, saved Rome, and returned Pope Leo III to power. Pictures historic locations and artifacts, including an early Christian Bible, jeweled crosses, and coins.

Good action scenes accompany narration. Scenes are very believable, which helps put you back in the historical setting. Use of illustrations and some paintings quite effective. Excellent use of maps and summaries of important points. A much better organized film than CHARLEMAGNE: **UNIFIER OF EUROPE. Contains many points of departure for discussion of** modern institutions which are a result of Charlemagne's efforts.

Appropriate for junior and senior high school.
Overall rating of film: A- (26)

CHARLEMAGNE: **UNIFIER OF EUROPE**

Encyclopaedia Britannica Educational Corporation, 1964.
ENGLISH. Color. 13 minutes.

> Catalog description: Dramatizes incidents in the life of Charlemagne to show his contributions to the development of western Europe, the personal qualities and the circumstances that enabled Charlemagne to build his empire, and the spirit and character of the Carolingian Renaissance.

The narration is accompanied by action scenes in which actors pantomime what is being said. Acting sometimes a little unnatural. Narration is rather simplistic and sometimes difficult to hear over background yells and trumpet blasts. In general, gives a positive impression of Charlemagne as monarch.

Appropriate for junior and senior high school.
Overall rating of film: B- (21)

CHARLES DE GAULLE (BIOGRAPHY SERIES)

David L. Wolper Productions/McGraw-Hill Book Company, 1963.
ENGLISH. Black & White. 26 minutes.

> Catalog description: Presents highlights of the career of Charles de Gaulle to show how in World War II his military ideas were ignored by the French and adopted by the Nazis, with dire results for France; how he refused to admit defeat in World War II; how he led the Free French forces back to help liberate his country; and how he twice became head of the French government. Narrated by Mike Wallace.

A realistic and complete look at **De Gaulle's rise to power. Fairly** objective presentation. Excellent view of DeGaulle's egotistical personality. Especially of interest now is the speculation at the end of film as to what will happen in France after his death. Of value from a historical point of view as well as in reference to current politics.

Appropriate for senior high school.
Overall rating of film: A- (24)

FINAL HOUR OF JOAN OF ARC (YOU ARE THERE)

Columbia Broadcasting System, 1956.
ENGLISH. Black & White. 28 minutes.

> Catalog description: On May 30, 1431, in Rouen, France, occur the final hours of interrogation and the burning of Joan of Arc, deserted by Charles VII after having helped him to become King of France. Presented as an "on the scene" report. Portrays various attitudes of the day, and shows some of the hardships Joan suffered.

Good representation of issues although background would be helpful in identifying characters. You Are There on-the-spot coverage techniques are a little awkward and detract somewhat from the serious tone of the film. Also, students might react to Walter Cronkite in 1956.

Appropriate for senior high school.
Overall rating of film: B+ (24)

FRENCH REVOLUTION

Coronet Instructional Films, 1957.
ENGLISH. Black & White. Color. 16 minutes.

> Catalog description: Describes the chain of events in French history which led to the revolution, the dethronement of the monarch, the proclamation of the Republic, and the ratification of the constitution. Depicts the wars with countries who sympathized with the monarchy, and discusses the period of reorganization.

Provides a good basic background of the French Revolution with sympathetic viewpoint of the French rather than the common American viewpoint of the French Revolution. Very clear and logical presentation. Filmed from one man's point of view and how he saw the other people's viewpoint. Moving dialog. Good acting.

Appropriate for junior high and senior high school.
Overall rating of film: A (26)

FRENCH REVOLUTION: BIRTH OF A NEW FRANCE

National Broadcasting Company, edited by Encyclopaedia Britannica Educational Corporation, 1966 (educational release).
ENGLISH. Color. 21 minutes.

Catalog description: Uses scenes of actual locations, pictures, and sculpture to re-create events following the French Revolution. Examines the forces that shaped the uneasy Republic; the opposition of nobles and clergy, the indecision of the King, the rise of fragmented radical groups, and the fury of the mobs which brought on the Reign of Terror. The failure of committee rule encouraged dependence on the army and its strongest general, Napoléon Bonaparte. Although the French again came under one-man rule, the idea of popular sovereignty lived to change the future of Europe. Narrated by Michael Redgrave.

Continuation of FRENCH REVOLUTION: DEATH OF THE OLD REGIME.

FRENCH REVOLUTION: DEATH OF THE OLD REGIME

National Broadcasting Company, edited by Encyclopaedia Britannica Educational Corporation, 1966 (educational release).
ENGLISH. Color. 17 minutes.

Catalog description: Uses scenes of actual locations, pictures, and sculpture to re-create the chaotic events in the last days of the Old Regime in France: the rebellion of the Third Estate, the storming of the Bastille, and the transfer of power from Versailles to Paris. Explains that with the establishment of the constitutional monarchy in 1789, the ideals of Liberty, Equality, and Fraternity replaced the "divine rights" and special privileges of the Old Regime. Narrated by Michael Redgrave.

Colorful, detailed, narrative of the causes of the French Revolution and the beginnings of their effects. Beautiful photography. Exciting, moving presentation. Provides new insights. Realistic presentation without actors and actresses.

Appropriate for junior and senior high school.
Overall rating of film: A+ (30)

LAFAYETTE, CHAMPION OF LIBERTY

Academic Film Company, 1946.
ENGLISH. Black & White. 9 minutes.

> Catalog description: Tells how the Marquis de Lafayette helped the American colonies fight for freedom. He served admirably in the American cause, especially at Valley Forge, where he encouraged the men to hold out through the winter. After his return to France, he lived fifty more years. He asked to be buried in France in soil brought from the blood-stained sides of Bunker Hill.

Shows La Fayette's part in American Revolution. Acting is melodramatic. Distorted facts, not really applicable to French class because of emphasis on American ideas.

Appropriate for elementary and junior high school.
Overall rating of film: D (14)

LAFAYETTE--SOLDIER OF LIBERTY

Encyclopaedia Britannica Educational Corporation, 1955.
ENGLISH. Black & White. 17 minutes.

> Catalog description: Presents highlights of the life and career of the Marquis de Lafayette, emphasizing particularly his service to the United States, his friendship with George Washington, the part he played as a leader in the French Revolution, and his lasting love for America.

Updated from 1946 version of La Fayette's part in the American Revolution. Melodramatic acting and distortion of facts. Not suited for French class because of emphasis on American ideas.

Appropriate for elementary and junior high school.
Overall rating of film: D (16)

LASCAUX: CRADLE OF MAN'S ART

William Chapman/International Film Bureau, Inc., 1950.
ENGLISH. Color. 18 minutes.

> Catalog description: Describes the discovery by two boys of the cave paintings at Lascaux, in southern France. Discusses the meaning of the symbols scattered among these drawings by Cro-Magnon men. Points out that some of the drawings may represent man's first attempts at three-dimensional drawing.

Good basic look at geographical region of Lascaux. Good photography of cave paintings which is what most of the film dwells on, possibly in too much detail. Film would be more profitable in a history, anthropology, or art course than in a language course. Narrator's voice is somewhat of a monotone and students could become bored fast unless interest was already present. Good summaries at end concerning the importance of the discovery of prehistoric art.

Appropriate for junior and senior high school.
Overall rating of film: C+ (21)

NAPOLEON'S RETURN FROM ELBA (YOU ARE THERE)

Columbia Broadcasting System, 1955.
ENGLISH. Black & White. 28 minutes.

> Catalog description: Dramatizes Napoleon's escape from Elba and his triumphant return. Tells how the royalist troops refuse to fire on Napoleon when he is trapped and permit him to retake France without a shot or a blow.

Background to Napoleon's return, conditions in France, attitudes of people toward Napoleon and the attitude of Napoleon himself. Excellent photography. Very interesting way of presenting subject matter by placing you there at the time and place of event. Shows diverse viewpoints at the time of Revolution. Information given judged to be very accurate yet presented in an exciting, lively style.

Informal narrative for junior high and senior high school.
Overall rating of film: B (22)

TRIUMPH OF LOUIS BRAILLE (YOU ARE THERE)

Columbia Broadcasting Company, 1956.
ENGLISH. Black & White. 27 minutes.

> Catalog description: Uses dramatized interviews and documentary reporting to present the story of Louis Braille, a blind instructor at the National Institute for the Young Blind, in Paris. Portrays how he developed a new method for reading and writing for the blind, despite criticism from many sources.

Fairly good biography of Louis Braille. Interesting presentation of problems faced by the blind, but does not seem particularly related to French. A little overdone in the love story aspect. Can be used to point out the contribution of a Frenchman, but otherwise of little interest in a French class.

Appropriate for junior and senior high school.
Overall rating of film: B- (21)

YOU ARE THERE: THE TORMENT OF JOAN OF ARC

Columbia Broadcasting System/BFA Educational Media, 1971.
ENGLISH. Color. 22 minutes.

> Catalog description: On May 30, 1431, Joan of Arc was executed for heresy and treason. This dramatized reenactment of the events shows Joan imprisoned at the castle of Rouen, where she is tormented by her captors. "On-the-spot interviews" by CBS correspondents with both Charles VII and the Pope reveal the positions taken by France and the Church regarding Joan's case.

An extremely involving film. Emotions and historical background are well-portrayed in modern, informal language. Characters are well-explained and believable. Good visual portrayal, realistic and very neutral. Context and relationships are more clearly defined than in FINAL HOUR OF JOAN OF ARC. In general, a very enjoyable and superior film.

Appropriate for junior and senior high school.
Overall rating of film: A (28)

ACCENT AIGU: AU RESTAURANT

Focus Films Company/International Film Bureau, Inc., 1951.
FRENCH. Black & White. 11 minutes.

> Catalog description: Marcel and Jacqueline call for Bill and Betty, to take them out to dinner in Paris. At the restaurant they order their meal, listen to music, and make plans to go to the theater afterwards. They talk of the voyage Bill and Betty have made from America to France, and plan things to do in France.

Dialog is natural sounding and authentic but very rapid. This could cause difficulty in comprehension; however, it provides an excellent opportunity for ear training. The clothing is somewhat dated, but if the students are forewarned, this shouldn't present much of a problem. Situation and acting natural, not at all stilted. Enjoyable film.

Natural sounding dialog for LEVELS III+.
Appropriate for senior high school.
Overall rating of film: B (23)

ACCENT AIGU: COURSES ET ACHATS

Focus Films Company/International Film Bureau, Inc., 1951.
FRENCH. Black & White. 11 minutes.

> Catalog description: Bill takes a shopping trip in Paris. He rides the bus and visits the barbershop, the "chemisier," and several stores. When he returns, he shows Marcel what he has bought.

Good representation of French life. Natural setting and dialog. Easily understood. Very old styles, but shouldn't be distracting.

Natural sounding dialog for LEVELS III+.
Appropriate for senior high school.
Overall rating of film: B (23)

ACCENT AIGU: VISAGES DE LA VILLE LUMIÈRE

Focus Films Company/International Film Bureau, Inc., 1956.
FRENCH. Black & White. 22 minutes.

> Catalog description: Shows Betty, who is visiting in Paris, as she records a message in French to send back to her friends in America. Uses scenes of actual locations as she describes the places she has visited with her Parisian friend Jacqueline. Presents views of the Champs Elysées, the Louvre, the Tuileries, the Tomb of the Unknown Soldier, Notre Dame, Pigalle, and many other familiar places, such as the flower market, news stalls, sidewalk cafes, and the race track.

Good listening practice. Good tour of sights of Paris. Slightly dated but not distracting.

Natural sounding dialog for LEVEL III.
Appropriate for senior high school and adults.
Overall rating of film: B (23)

ARRIVÉE EN FRANCE (SÉJOUR EN FRANCE SERIES)

Seabourne Enterprises, Ltd. and La France en Marche for International Film Bureau, Inc., 1970.
FRENCH. Color. 11 minutes.

> Catalog description: First in series. Penny White, a young American girl, arrives at Orly and is met by her friend Michèle. They drive into Paris, take a quick tour of the Latin Quarter, make a short stop at the Eiffel Tower for Penny's first photo in Paris, and arrive at Penny's hotel.

Good scenes of Paris and surrounding areas such as airport and some office buildings. The soundtrack is rather difficult to understand. The story of a girl arriving in France tends to be a little corny.

Natural sounding dialog for LEVEL III.
Appropriate for senior high school.
Overall rating of film: B (19)

BEGINNING FRENCH: INTONATION

Coronet Instructional Films, 1953.
ENGLISH. Black & White. 9 minutes.

> Catalog description: Uses a beginning French class to demonstrate that, when singing, the intonation imparted to the language sounds less amateurish than when the beginner is reading. Associates the ability to reproduce the characteristic "music" of French with an understanding of intonation. Explains the principle of intonation and analyzes the difference in intonation patterns between English and French with the use of charts, animated diagrams, oscillographs, and a tape recorder.

Comparison of French and English intonation patterns. Intonation patterns are over-simplified. Stilted, outdated, boring.

Appropriate for junior and senior high school.
Overall rating of film: C (17)

CADET ROUSSELLE

National Film Board of Canada, 1947.
FRENCH. Color. 6 minutes.

> Catalog description: Two-dimensional puppets animate the old French song "Cadet Rousselle," originated as a satire on the affectations of the period between the French Revolution and the Napoleonic era.

A French-Canadian folk song illustrated with cartoons which are really quite original and cute. Students would need to know the vocabulary ahead of time as the speed and the fact that it is sung make it difficult to understand. A very entertaining presentation which could easily become a sing-along.

Song for LEVELS III+.
Appropriate for senior high school and possibly for advanced junior high classes.
Overall rating of film: B+ (25)

CHEZ NOUS (LETTRES D'UN AMI FRANÇAIS SERIES)

Audio Visual Techniques, Paris/International Film Bureau, Inc., 1963.
FRENCH. Color. 12 minutes.

> Catalog description: Henri Garnier writes to his American pen pal about the typical daily routines of various members of his family, who live in Paris.

Language seems artificial because it is considerably slower than normal. It is easy to understand. Might appear to students as if it were a travel guide instead of a letter. Students should be able to grasp many cultural points from the film. Slightly better than average film.

Informal narrative for LEVELS II+.
Appropriate for junior and senior high school.
Overall rating of film: B- (21)

LA FAMILLE MARTIN (FRENCH FILM READER SERIES)

Basic Films for Linguaphone Institute/International Film Bureau, Inc., 1951.
FRENCH. Black & White. 18 minutes.

> Catalog description: Shows some of the normal household activities of a French family living in a Paris suburb. The father, mother, and two brothers proceed through a usual morning routine, which is interrupted by the arrival of a letter from the daughter, who has been spending her holiday in England. Father Martin rushes through Paris and out to the airport to meet Madeleine.

Family life, culture, views of Paris and modes of transportation are all covered. Good listening practice as the actions correspond quite closely with the dialog. Dated, some over-acting.

Natural sounding dialog for LEVEL III.
Appropriate for junior or senior high school.
Overall rating of film: A (26)

FRANÇOISE ET SON LAPIN

International Film Bureau, Inc., 1963.
FRENCH. Color. 10 minutes.

> Catalog description: Because it is raining, Françoise stays in the house and draws an outdoor scene with crayons. Hopper, her pet rabbit, "helps." Written for children, the narration includes a range of French basic action verbs, names of colors, and important prepositions.

Good use of vocabulary such as house, tree, flowers, etc., all of which Françoise draws as the narrator mentions them. The cultural content could be confusing as the setting appears to be American while the dialog is in French. The language is very simplified, and the film is therefore not recommended for any level above first year senior high school. Students would probably regard it as an insult to their intelligence. The film is cute and clever.

Informal narrative for LEVELS I or II.
Appropriate for elementary through junior high school.
Overall rating of film: A (23)

FRÈRE JACQUES

Film Associates of California, 1962.
FRENCH. Color. 15 minutes.

> Catalog description: Uses animation to present the story of the well-known folk song "Frère Jacques" for beginning French-language pupils. Visualizes, by the appropriate object or action, each noun, adjective, and verb used. The song is sung by a children's choir.

Amusing enactment of famous song. Lots of repetition of phrases and vocabulary of beginning French. Cartoon.

Informal narrative for LEVEL I.
Appropriate for all age groups.
Overall rating of film: A (23)

L'HISTOIRE DES TROIS OURS

Film Associates of California, 1960.
FRENCH. Black & White. 14 minutes.

> Catalog description: The story of "The Three Bears" is presented in animation with a simple French narration. Every noun, adjective, and verb is visualized by the appropriate object or action on the screen. Closes with a vocabulary review.

Cartoon figures are quite funny, but in beginning level classes this should add to, rather than detract from, the enjoyment of the film. Very simple vocabulary and sentence structure. Narration is paced for ease in comprehension. Visual clues to word meaning are effective. This film would not be recommended for older students as they would spend more time laughing than listening. A good learning film.

Informal narrative with some dialog for LEVEL I.
Appropriate for elementary through junior high school.
Overall rating of film: A- (22)

UN HÔTEL À PARIS (SÉJOUR EN FRANCE SERIES)

Seabourne Enterprises, Ltd, and La France en Marche for International Film Bureau, Inc., 1970.
FRENCH. Color. 9 minutes.

> Catalog description: Second in series. Penny White, an American girl visiting her Parisian friend Michèle, is introduced to Mme. Leriche, the proprietor of the hotel, learns the vocabulary for the items one usually finds in a hotel room, buys postcards of Paris to send to her friends in America, and decides she is going to like Paris.

Good cultural background. Definitely attempts to teach vocabulary. Natural sounding dialog at times becomes rapid, causing difficulty in comprehension. Perhaps some preparation of vocabulary beforehand would be necessary. Interesting film.

Natural sounding dialog for LEVELS II+.
Appropriate for junior and senior high school.
Overall rating of film: B+ (24)

MARGUERITE À LA FERME

International Film Bureau, Inc., 1962.
FRENCH. Color. 15 minutes.

Catalog description: Marguerite spends a day visiting, working, and playing on her cousin's farm. Names the animals shown and the foods served the family.

Vocabulary based on farm life. Clear sound track. Likely to hold interest. An American film adapted to French. Rural and somewhat old-fashioned.

Informal narrative for LEVELS I to III.
Appropriate for elementary through junior high school.
Overall rating of film: B (22)

MOLLY VISITE SES COUSINS PARISIENS

Frith Films, 1960.
FRENCH. Color. 20 minutes.

Catalog description: When Molly visits her Parisian cousins, she joins them in visiting the marketplace, a cafe, the park, and many historical sites and museums. They also take an excursion on the Seine.

Interesting, typical scenes of Paris. French is very clear and understandable with narrative well-spaced so students have time to think about what they have heard. Sometimes it seems as if continuity of film is being sacrificed for the sake of merely learning vocabulary. Clothing is somewhat dated but this should not make a difference if students are aware of this in advance.

Informal narrative for LEVELS II+.
Appropriate for junior and senior high school.
Overall rating of film: B- (22)

LE PETIT CHAPERON ROUGE

Film Associates of California, 1961.
FRENCH. Color. 13 minutes.

Catalog description: Animation is used to present the story of Little Red Riding Hood.

Children's fairy tale, colorful and animated. Very good presentation of basic sentences, vocabulary, etc., taught in a natural and amusing way. Repetition drill at end.

Formal narrative for LEVELS I+.
Appropriate for elementary school.
Overall rating of film: A (22)

P'TIT JEAN S'EN VA AUX CHANTIERS

National Film Board of Canada, adapted by International Film Bureau, Inc., 1963.
FRENCH. Color. 16 minutes.

Catalog description: Tells the tale of the superhuman exploits of P'tit Jean, hero of a French Canadian folk tale. P'tit Jean's feats at a Quebec lumbercamp dwarf those of the hardiest lumberjack.

Humorous representation of French Canadian influence and folklore tradition. Plot could be ludicrous if not introduced as a folk tale first. Canadian French.

Informal narrative for LEVEL IV.
Appropriate for junior or senior high school.
Overall rating of film: B (23)

LA PETITE POULE ROUGE

Film Associates of California, 1961.
FRENCH. Color. 13 minutes.

> Catalog description: Animation is used to present the story of the Little Red Hen.

Repetition of certain grammar structures, idioms, verbs, and vocabulary items in a familiar animated story. Catchy songs, repetition drill at end. Cartoon.

Informal narrative for LEVELS I+.
Appropriate for elementary school.
Overall rating of film: A (24)

LE PIQUE-NIQUE (LETTRES D'UN AMI FRANÇAIS SERIES)

Audio Visual Techniques, Paris/International Film Bureau, Inc., 1963.
FRENCH. Color. 15 minutes.

> Catalog description: Henri Garnier writes to his American pen pal about a Sunday outing with his family. They pack a picnic lunch and drive from their home in Paris to Fontainebleau, where each member of the family finds something interesting to do.

Shows French family life, a view of the country and a chateau. Cultural differences naturally noted; natural emphasis on common vocabulary. Excellent technical quality.

Informal narrative for LEVELS III and IV.
Appropriate for junior or senior high school.
Overall rating of film: A (26)

LA PROMENADE DANS LE PARC

Halas and Batchelor Cartoon Films, London/Film Associates of California, 1964.
FRENCH. Color. 8 minutes.

> Catalog description: Animation depicts the humorous adventures of the Carré family on a Sunday afternoon outing in the park. All of their activities seem to have unfortunate results involving irate policemen, an unplanned dip in the lake for M. Carré, and a thunderstorm to end the excursion. Further adventures of the Carré family may be seen in EN RETARD AU BUREAU and UNE SOIRÈE CHEZ LES CARRÉ.

Very amusing and entertaining film, comparable to a typical children's cartoon. Excellent vocabulary in a natural dialog. Some aspects of French culture.

Informal narrative for LEVELS I and II.
Appropriate for junior high school.
Overall rating of film: A (28)

UN REPAS CHEZ FRANCIS (SÉJOUR EN FRANCE SERIES)

Seabourne Enterprises, Ltd. and La France en Marche for International Film Bureau, Inc., 1970.
FRENCH. Color. 10 minutes.

> Catalog description: Third in series. Penny White, an American girl visiting Paris, and her French friend Michèle arrive so late for lunch that there is little choice of menu. They enjoy a typical French meal of hors d'oeuvres, steak, fried, and strawberries with whipped cream.

Very informative film from both a linguistic and a cultural point of view. The dialog is authentic and spoken at native speed. The American girl does speak more slowly, but for a Level II class a discussion of the vocabulary beforehand would be advisable. The gestures of the maitre d' are sometimes a little burlesque, but not terribly distracting.

Natural sounding dialog for LEVELS II+.
Appropriate for senior high school.
Overall rating of film: B+ (24)

LES SAISONS

Seabourne Enterprises, Ltd. and La France en Marche for International Film Bureau, Inc., 1969.
FRENCH. Color. 14 minutes.

> Catalog description: A look at the changing seasons in France, particularly the winter sports season and springtime with the Seine overflowing its banks.

Film contains scenes of popular leisure activities in France. Technical quality of film is excellent with beautiful scenes of the changing seasons. Language is definitely for advanced students; it is spoken at a normal rate and is of above average difficulty, at times quite poetic. Leaves many topics for further development by the class. Excellent film.

Formal narrative for LEVELS III+.
Appropriate for senior high school.
Overall rating of film: A (27)

UNE SOIRÉE CHEZ LES CARRÉ

Halas and Batchelor Cartoon Films, London/Film Associates of California, 1964.
FRENCH. Color. 10 minutes.

> Catalog description: Uses animation to depict a typical evening in the home of the Carré family. Guests are coming to dinner, so M. Carré goes to the butcher shop assisted by his dog César, a canine kleptomaniac. At home, dinner preparations are further complicated by César's fondness for steak. After the guests leave, M. Carré is prevented from sleeping by a crying baby, a stomachache, and a visitor. Further adventures of the Carre family may be seen in LA PROMENADE DANS LE PARC and EN RETARD AU BUREAU.

Amusing. Vocabulary is easy to understand because it's accompanied by action. Good listening comprehension film.

Informal narrative for LEVELS II+.
Appropriate for junior or senior high school.
Overall rating of film: A (26)

WHY STUDY FOREIGN LANGUAGES?

Coronet Instructional Films, 1949.
ENGLISH. Black & White. 10 minutes.

> Catalog description: Jim Baker can't see any use in studying foreign languages until brother Dick returns from a trip to Europe and convinces Jim that he is wrong. Demonstrates how knowledge of foreign languages contributes to enjoyment of travel, success in commerce, harmonious international relations, appreciation of many literary works, and a richer understanding of one's own culture.

Presents a few reasons for taking a language. Dialog very stilted, acting artificial. Very outdated. Could produce a negative response in students.

Appropriate for elementary school.
Overall rating of film: C (18)

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All film titles included in this Guide are listed below in alphabetical order followed by the category in which they appear. Abbreviations used are as follows: Beaux-Arts (BA); La France Contemporaine (FC); La France et le Nouveau Monde (F-NM); Histoire (H); Langue (L).

A TRAVERS PARIS (ICI LA FRANCE SERIES) (FC)

ACCENT AIGU: AU RESTAURANT (L)

ACCENT AIGU: COURSES ET ACHATS (L)

ACCENT AIGU: VISAGES DE LA VILLE LUMIÈRE (L)

AGE OF EXPLORATION: THE FRENCH EXPLORERS (F-NM)

ANDRÉ MAUROIS (BA)

ANTOINE DE SAINT-EXUPÉRY (ICI LA FRANCE SERIES) (BA)

ARRIVÉE EN FRANCE (SÉJOUR EN FRANCE SERIES) (L)

AU REVOIR VILLAGE (ALLONS EN FRANCE SERIES) (FC)

AUJOURD'HUI NOUS VISITONS PARIS (FC)

BALZAC À PARIS (ICI LA FRANCE SERIES) (BA)

BEAUMARCHAIS ET SON SIÈCLE (ICI LA FRANCE SERIES) (H)

BEGINNING FRENCH: INTONATION (L)

BONJOUR MONTRÉAL (F-NM)

BONNARD (FOUR IMPRESSIONIST ARTISTS SERIES) (BA)

CADET ROUSELLE (L)

LES CANAUX (FC)

CÉZANNE (FOUR IMPRESSIONIST ARTISTS SERIES) (BA)

CHARLEMAGNE AND HIS EMPIRE (H)

CHARLEMAGNE: UNIFIER OF EUROPE (H)

CHARLES DE GAULLE (BIOGRAPHY SERIES) (H)

CHEZ NOUS (LETTRES D'UN AMI FRANÇAIS SERIES) (L)

CHRISTIAN DIOR STORY (FC)

COLONIAL FAMILY OF NEW FRANCE (F-NM)

DANS LES ALPES (FC)

DEGAS (FOUR IMPRESSIONIST ARTISTS SERIES) (BA)

DEGAS: MASTER OF MOTION (BA)

DÉPART DE GRANDES VACANCES (FRENCH FILM READER SERIES) (FC)

DERNIÈRE ÉDITION (ICI LA FRANCE SERIES) (FC)

LES ÉCRIVAINS DE PROVENCE (ICI LA FRANCE SERIES) (BA)

ÉMILE ZOLA (ICI LA FRANCE SERIES) (BA)

EN BASSE PROVENCE (FC)

ESCALE À PARIS (ALLONS EN FRANCE SERIES) (FC)

UNE FAMILLE BRETONNE (A LESSON IN FRENCH) (FC)

LA FAMILLE MARTIN (FRENCH FILM READER SERIES) (L)

FINAL HOUR OF JOAN OF ARC (YOU ARE THERE) (H)

FOOD FOR PARIS MARKETS (NORTHERN RURAL FRANCE) (FC)

FRANCE AND ITS PEOPLE (FC)

FRANCE IN THE NEW WORLD (COLONIAL LIFE IN CANADA) (F-NM)

FRANCE: LA FAMILLE DE MONSIEUR RENÉ, PERPIGNAN (FC)

FRANCE: NEW HORIZONS (FC)

FRANÇOIS VILLON (1431-1463) (ICI LA FRANCE SERIES) (BA)

FRANÇOISE ET SON LAPIN (L)

FRENCH AND INDIAN WAR (SEVEN YEARS WAR IN AMERICA) (F-NM)

THE FRENCH CHEF: DINNER IN HALF AN HOUR (THE FRENCH CHEF SERIES) (FC)

FRENCH FAMILY BRUNEL (FC)

FRENCH FOR BEGINNERS (F-NM)

FRENCH REVOLUTION (H)

FRENCH REVOLUTION: BIRTH OF A NEW FRANCE (H)

FRENCH REVOLUTION: DEATH OF THE OLD REGIME (H)

FRÈRE JACQUES (L)

LA GARONNE (FC)

GEORGES BRAQUE (BA)

HISTOIRE DE POISSONS (FRENCH FILM READER SERIES) (FC)

L'HISTOIRE DES TROIS OURS (L)

UN HÔTEL À PARIS (SÉJOUR EN FRANCE SERIES) (L)

L'HUMOUR FRANÇAIS (ICI LA FRANCE SERIES) (FC)

ICI ON PARLE FRANÇAIS (F-NM)

INTRODUCING FRANCE (ATLANTIC COMMUNITY SERIES) (FC)

JE PARLE FRANÇAIS, 2e, LEÇON 4: RYTHMES DE PARIS (FC)

JE PARLE FRANÇAIS, 2e, LEÇON 8: LOISIRS ET VACANCES (FC)

JE PARLE FRANÇAIS, 2e, LEÇON 12: VIVRE MIEUX, DEMAIN (FC)

JE PARLE FRANÇAIS, 2e, LEÇON 16: LOIN DE PARIS (FC)

JE PARLE FRANÇAIS, 2e, LEÇON 20: L'ART ET LA VIE (FC)

UNE JOURNÉE AU LYCÉE (LETTRES D'UN AMI FRANÇAIS SERIES) (FC)

JOURNEY IN FRANCE (FC)

LAFAYETTE, CHAMPION OF LIBERTY (H)

LAFAYETTE--SOLDIER OF LIBERTY (H)

LASCAUX: CRADLE OF MAN'S ART (H)

LIFE ON A FRENCH FARM (FC)

THE LOUVRE: A GOLDEN PRISON (BA)

LES LYCÉENS CHEZ EUX (ICI LA FRANCE SERIES) (FC)

MARGUERITE À LA FERME (L)

LE MERLE (F-NM)

MISERERE--FROM THE ENGRAVINGS OF GEORGES ROUAULT (BA)

MODERN FRANCE: THE LAND AND THE PEOPLE (FC)

MOLLY VISITE SES COUSINS PARISIENS (L)

MONSIEUR FRANÇOIS MAURIAC, DE L'ACADÉMIE FRANÇAISE (ICI LA FRANCE SERIES) (BA)

NAPOLEON'S RETURN FROM ELBA (YOU ARE THERE) (H)

PARIS: CITY OF ART (FC)

PARIS: THE CITY AND THE PEOPLE (FC)

LE PETIT CHAPERON ROUGE (L)

P'TIT JEAN S'EN VA AUX CHANTIERS (F-NM)

LA PETITE POULE ROUGE (L)

LE PIQUE-NIQUE (LETTRES D'UN AMI FRANÇAIS SERIES) (L)

PLATEAU FARMERS IN FRANCE (FC)

UN PORT DE COMMERCE (FC)

THE POST-IMPRESSIONISTS (BA)

LA PROMENADE DANS LE PARC (L)

LE QUATORZE JUILLET (LETTRES D'UN AMI FRANÇAIS SERIES) (FC)

QUEBEC WINTER CARNIVAL (F-NM)

RACINE (ICI LA FRANCE SERIES) (BA)

LA RENAISSANCE FRANÇAISE (ICI LA FRANCE SERIES) (BA)

UN REPAS CHEZ FRANCIS (SÉJOUR EN FRANCE SERIES) (L)

LA S.N.C.F. (LA SOCIÉTÉ NATIONALE DES CHEMINS DE FER FRANÇAIS) (ICI LA FRANCE SERIES) (FC)

LES SAISONS (L)

SAMUEL DE CHAMPLAIN (THE HISTORY MAKERS SERIES) (F-NM)

6,000 INHABITANTS (FC)

UNE SOIRÉE CHEZ LES CARRÉ (L)

TOULOUSE-LAUTREC (BA)

TRIUMPH OF LOUIS BRAILLE (YOU ARE THERE) (H)

TWO WORLDS OF FRANCE: PARIS AND THE FRANCE BEYOND (FC)

VAN GOGH: A SELF-PORTRAIT (BA)

LA VIE FAMILIALE D'UNE FERME FRANÇAISE (FC)

VINCENT VAN GOGH (BA)

WHY STUDY FOREIGN LANGUAGES? (L)

YOU ARE THERE: THE TORMENT OF JOAN OF ARC (H)